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SCRIPT PRIMER

EASY READING LESSONS

FOR

THE YOUNGEST CHILDREN

ON

FORM AND ELEMENTARY SCIENCE

BY

FRANCES E. OLIVER

WILLIAM PENN CHARTER SCHOOL
PHILADELPHIA

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A SCRIPT PRIMER

ON

FORM AND ELEMENTARY SCIENCE

BY

FRANCES E. OLIVER

BOSTON
LEE AND SHEPARD PUBLISHERS
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1894

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A Script Primer

University Press:
JOHN WILSON AND SON, CAMBRIDGE, U.S.A.

PREFACE.

THIS little book is intended to meet a need for more thought in the reading-lessons of the youngest children. It has seemed to the author that instead of learning to read, children should read to learn from the beginning; that their thought should be centred not on words, but on ideas which the words convey, and that the learning of words should be wholly incidental.

The following lessons are so constructed as to lead the children to observe the life about them. For this reason many questions have been asked and left unanswered, while the objects upon which these questions are based are those which are within the reach of every child. It is scarcely necessary to add that the object about which the children are reading must be in the schoolroom at the time of the lesson.

In the early lessons on form, the children will classify as spheres, cubes, etc., many objects which really are ovoids, ellipsoids, or square prisms; and they should be allowed to do so until they have studied these modified forms.

The author's experience has led her to know that children learn technical terms as easily as the most common words, when their meaning is perfectly understood. They should learn to spell these terms when they learn the terms, and the seat-work immediately following each lesson should *always* be the copying of these technical terms. The words selected will be found accompanying each lesson.

The author would here make grateful mention of many kind suggestions and criticisms received from Dr. Thomas M. Balliet during the preparation of this little volume.

The following outline of a dictation for the folding of a paper cube may be found helpful in preparation for Lesson Five.

Take a six-inch square of paper; lay it on the desk with one edge toward you. This edge we call the front edge, the opposite edge we call the back edge. The one at the right hand is the right edge, and the one at the left hand is the left edge.

Fold the front edge up one half an inch and leave it. Fold the right edge toward the left one half-inch and leave it. You now have a five-and-one-half-inch square.

Fold the front edge upon the back edge, crease the fold and open the square. This crease gives you the horizontal diameter of your square.

Fold the front edge to the horizontal diameter, crease the fold and open the square. Fold the back edge to the horizontal diameter, crease the fold and open the square. You now have three horizontal creases through your square.

Fold the right edge upon the left edge, crease the fold and open the square. This crease gives you the vertical diameter of your square.

Fold the left edge to the vertical diameter, crease the fold and open the square. Fold the right edge to the vertical diameter, crease the fold and open the square. Your square is now divided into sixteen smaller squares.

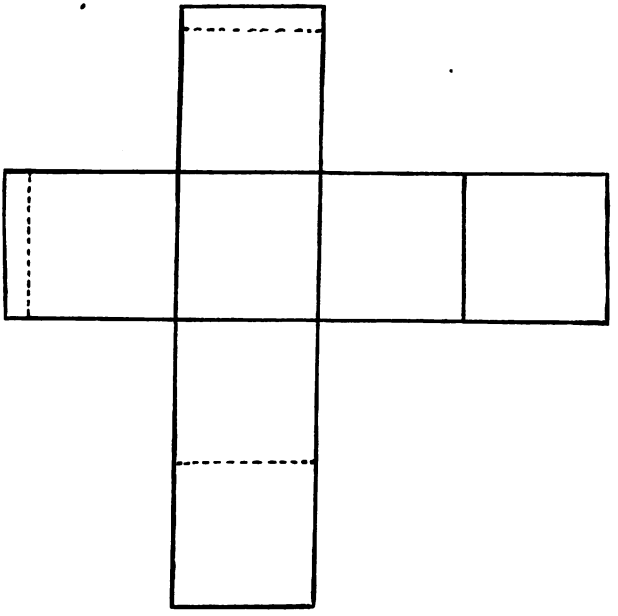
With the scissors cut out the four squares lying to the left of the vertical diameter and back of the horizontal diameter. Next, cut out the front left-hand square and

the one lying at the right of it. Next, cut out the back right-hand square and the one lying in front of it. Lastly, cut out the front right-hand square.

Your cube is now ready for pasting. The half inches folded back at first form flaps for pasting, and should go beneath the faces.

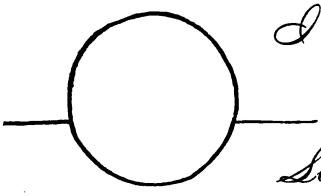
In making the cube for the little doll's house, one side should be left open.

SPRINGFIELD, MASS.
October, 1893.



A SCRIPT PRIMER.

Lesson One



I hold a sphere in my hand.

Let us play ball with it.

See it roll.

It rolls every way.

It is round all over.

Can you name some things that are like the sphere?

Some fruits are like the sphere.

An orange is like the sphere.

Name other fruits that are like the sphere.

Parts of some animals are like the sphere.

Our heads are like the sphere.

What other animals have a head like the sphere?

Some flower-buds are like the sphere.

A rose-bud is like the sphere.

Men make things like the sphere.

A door-knob is like the sphere.

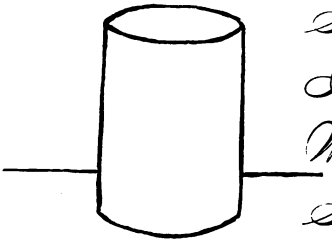
Some gas-globes are like the sphere.

Mamma's ball of yarn is like the sphere.

sphere
round
like
roll

Each child may bring to school something like the sphere.

Lesson Two

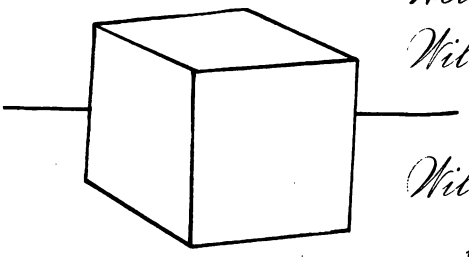


Here is a cylinder.
Is it like the sphere?
Will it roll every way?
How many flat places has the cylinder?
These flat places we call faces.
Make the cylinder stand on one of its faces.
How many faces has the sphere?
Can you name things that are like the cylinder?
Make your pencil roll as the cylinder rolls.
Mamma's rolling-pin is a cylinder.
A roll of ribbon is a cylinder.

The trunk of a tree is a cylinder.
What dishes on the dinner-table are cylinders?
Do we ever eat cylinders?
Sausages are cylinders.
Bananas are cylinders.
Name other cylinders that we eat.
Some parts of our body are like the cylinder.
Our arms are like the cylinder.
What other parts are like the cylinder?
Name parts of other animals that are like the cylinder.
Some bottles are cylinders.
Stove-pipes are cylinders.
Name other useful cylinders.

cylinder
faces
flat
stand

Lesson Three



Here is a cube.

Will it roll as the sphere does?

Will it stand as the cylinder does?

How many faces has the cube?

What is the shape of each face?

Cut a paper face for each face of the cube.

Lay them so as to form a pattern for the cube.*

Cut a string for each edge of the cube.

How many strings do you need?

* For pattern of cube, see Preface.

Count the standing edges of your cube.

Put a pin into each corner of your cube.

How many pins will it take?

Make a cube of tooth-picks and peas.

How many of each will it take?

What things in this room are like the cube?

The pencil-box is like the cube.

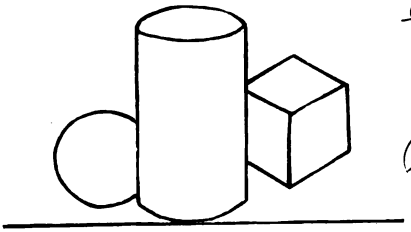
This pile of books is like the cube.

The cupboard is like a large cube.

What things at home are like the cube?

cube
edges
corner
standing

Lesson Four



Here are the names of many things. We will write them upon our slates.

We will write them in columns.

We will make three columns.

We will make one column for those that are like the cube.

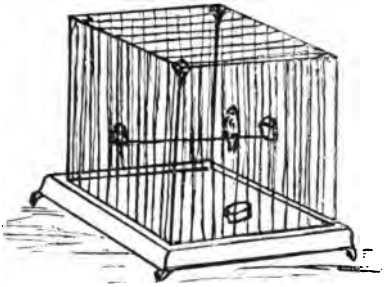
We will make one column for those that are like the cylinder.

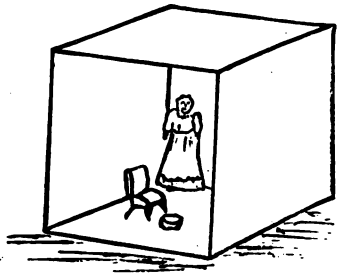
We will make one column for those that are like the sphere.

A brick.
A straw.
A balloon
A trunk.
A muff.
A marble.
A bureau.
Some shot.
A barrel.
A candy ball.
A cake of soap.
A water-melon.
A pile of wood.
A music-roll.
Grapes.
A pail of water.
A bale of hay.
A doll's head.
A chest of tea.
A broom-handle.
A garden hose.
A flag-staff.
A walnut.
A piece of rope.

Each child may make an apple of clay.

Lesson Five





*Yesterday we made some paper cubes.

Today we shall play with them.

Which is the top face of our cube?

Which is the bottom face of our cube?

Point to the front face of the cube.

Point to the back face of the cube.

Which is the right face of the cube?

Which is the left face of the cube?

Let us put a little doll into our cube.

* See Preface.

Let us call it a little doll's house.

Does the doll know that it lives in a cube?

What does the doll call the top face of its house?

What does it call the other five faces?

Here is a little bird in its cage.

Is the bird's cage like the doll's house?

Has the bird's cage a ceiling?

Has it a floor?

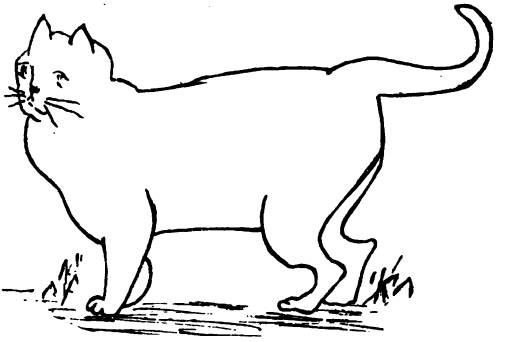
Has it four walls?

Does the little bird like to live in a cube?

top
bottom
front
back
right
left

Should you like to live in a cube?

Lesson Six



Here is our cat.

If I call her she will come to me.

How will she come?

What will she walk with?

How many feet has your cat?

How many feet have you?

How many hands have you?

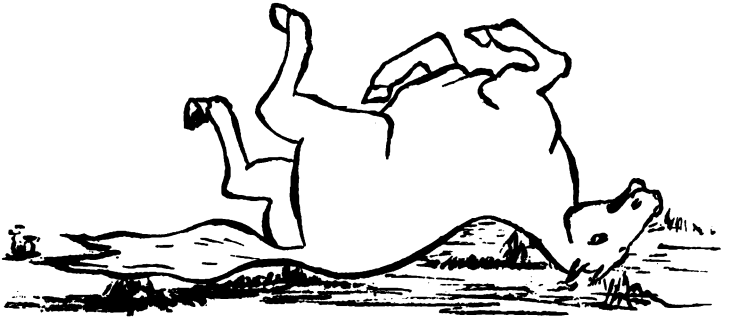
How many hands has your cat?
My cat has no hands.
She has front feet for hands.
Can she hold things in her hands?
Has she fingers?
How many toes has your cat on each front foot?
How many fingers have you on each hand?
Has your cat thumbs?
How many toes has your cat on each hind foot?
How many toes have you on each foot?

cat
feet
hands
fingers
hind
thumbs.

Lesson Seven

My cat is black.
His name is Tom.
He comes to me every morning.
I say, "Good morning, Tom."
Then I tell him to roll over.
He rolls from side to side.
He rolls on his back.
Why can he roll over?
Why can he roll from side to side?
Make the cylinder roll as Tom rolls.
Would Tom care if you should call him a cylinder?
Can you roll as Tom rolls?
Are you a cylinder, too?

Let us name some other animals that can roll.



Here is a picture of a horse rolling.
Is a horse a cylinder?
Is a rat a cylinder?
Can a rabbit roll?

rat	horse
rabbit	animals
rolling	picture

Lesson Eight

How round Tom's head is!
It is round like a sphere.
Let us make a cat of clay.
We will make a sphere for the head.
We will make a cylinder for the body.
On which part shall we place the legs?
Shall we have small cylinders for the legs?
On which part shall we make the eyes?
On which part shall we make the nose?

On which part shall we place the tail?

Will a small cylinder do for the tail?

Let us make a mouth and two ears.

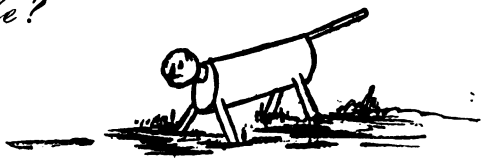
In which part shall we make them? — legs

Has a cat any other parts that we must make? — tail, head

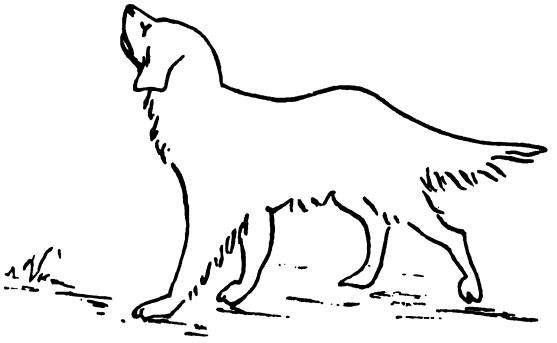
How many cylinders have we used for our cat?

How many spheres have we used for our cat?

Is any part of our cat like a cube?



Lesson Nine



Here is our dog, Jack.
Let us compare him with our cat, Tom.
He has a body, a head, four legs, and a tail.
Is his body like a cylinder, also?
Are his legs like cylinders?
Is his tail like a cylinder?

Jack's head is not so round as Tom's head.

Jack has a long nose.

Tom has not a long nose.

Jack's legs are longer than Tom's legs.

So Jack can run better than Tom can. — compare

Tom has thick fur. — nose

His fur keeps him warm. — fur

Jack has no fur. — hair

He has long hair instead. — body

Have we hair or fur to keep us warm?

We have neither hair nor fur.

We must wear clothes to keep us warm.

Lesson Ten

One week ago we planted some beans.
We planted them in a box of earth.
We gave them a little water every day.
We kept them in a warm place.
We dug up one bean each day.
We looked at it very closely.
Did these beans look the same every day?
Some of our bean plants have now come above the ground.

Let us dig up some of them, too, and look at them.

All of the plant did not come above the ground.

Here is a part that grew down into the ground.

This part we call the root.

In how many parts is the bean now?

What do you see between these parts?

Make a picture of your bean plant.

Lesson Eleven

Our bean plants are three weeks old now.
Let us dig them up and look at them.
See their pretty leaves!
Of what color are they?
The part on which the leaves grow is the stem.
The root holds it in the ground.
What is the color of the root?
Has your mamma any plants?

Do you think that they have roots?

Can you see the roots?

Does mamma ever water her plants?

Which part does she water?

Have mamma's plants leaves?

Do their leaves grow on stems?

Name the parts of your bean plant.

Name the parts of mamma's plant.

Draw your bean plant.

bean
root
stem
leaves
plant

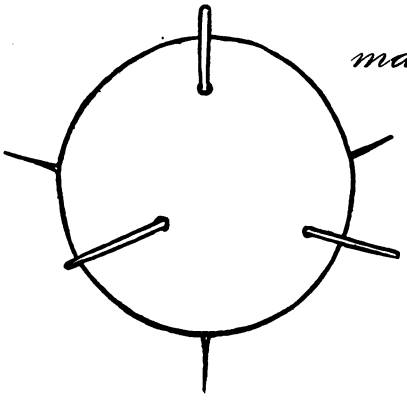
Lesson Twelve

Here is a little violet.
Find its leaves, its stems, and its root.
It has a flower, also.
This pretty violet grew in the ground.

It came from a seed.
This seed was planted last year.
Another little violet planted it.
That is, the seed dropped when it was ripe.
It dropped upon the ground.
Then it sank into the ground.
It staid in the ground all winter.
It could not grow in the cold weather.
By and by the spring came.
The rain watered the little seed.
The sun warmed the ground.
Soon the seed began to sprout.
It became this little plant.

violet
flower
ground
seed
ripe
sprout

Lesson Thirteen



Here is a sphere that I made.

I made it of clay.

I rolled it in my hands.

I rolled it round and round.

I can put this needle through it.

I can put the needle from side to side.

It will go through the center of the sphere.

Then I can tell how wide my sphere is.

I can tell how wide it is from right to left.

I can put another needle through my sphere.

I can put it from front to back.

I shall put it through the center.

Then I can tell how wide it is from front to back.

I can put another needle from top to bottom.

Then I can tell how high my sphere is.

What three things have I told about my sphere?

Lesson Fourteen

Hold your sphere straight out.
Hold it in front of your eye.
How much of it can you see?
Make a picture of the part that you see.
What is the shape of this picture?
Hold your sphere over your head.
Look at it now.
How much of it can you see?
Make a picture of what you see.
Now hold your sphere in your lap.

Look down upon it.

In how many ways can you hold it to see a circle?

center	wide	straight
circle	high	picture

Lesson Fifteen

I have a very little dog.
He is only six inches high.
I keep him in the house.
I fear that he will get lost.
He walks on the soft carpets.
I often have to cut his claws.
They grow very long.
They catch in the carpets.
Fred Brown has a big dog.
His dog runs on the stones.
Fred never has to cut his dog's claws.

They do not grow long.

Can you tell why?

Puss has long, sharp claws.

I never cut her claws.

Yet they never catch in the carpets.

I cannot see her claws all the time.

Why is this?

Can a dog draw his claws in?

Cats often run on the stones as dogs do.

Does this make their claws dull?

Why is this?

claws

sharp

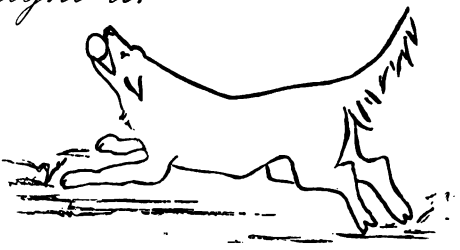
inches

long

draw

Lesson Sixteen

One day I saw a little boy.
He was playing with his cat and his dog.
He had a ball.
He tossed it to his dog.
His dog caught it.
He caught it in his mouth.



Then the little boy tossed it to his cat.
She caught it.

How do you think that she caught it?

Cats and dogs catch mice, too.

They catch them as they catch a ball.

Puss catches them with her claws.

So she must keep her claws sharp.

The dog catches them with his teeth.

For this he has very sharp teeth.

tossed

caught

teeth

mouth

mice

Lesson Seventeen

Cats and dogs catch mice to eat.

Do they cook the mice?

Should you like to eat raw meat?

Cats and dogs like raw meat best.

They like bones, too.

The cat licks the bones.

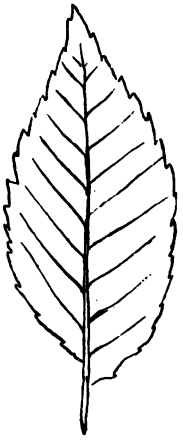
She can lick them clean.

Why can she lick them clean?

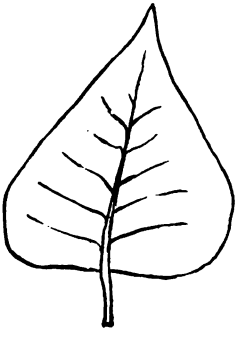
Let her lick your hand.
How does her tongue feel?
The dog cannot lick the bones clean.
Why can he not do so?
Let him lick your hand.
How does his tongue feel?
The dog crushes the bones with his teeth.
Does he use his back teeth or his front teeth?
Could a cat crush bones with her teeth?
Has she any flat teeth?
Have you any flat teeth?

eat
cook
raw
lick
tongue
crush

Lesson Eighteen



The pretty leaves have come.
I have an elm leaf.
May has a lilac leaf.
Her leaf came from a bush.
My leaf came from a tree.
Some leaves grow on vines.
Nearly all leaves are green.
But they have many
different shapes.
How different are the
leaves of the maple
and the apple!



The willow leaf is long and narrow.

Some leaves are almost like a circle.

Some leaves are very smooth.

Some leaves are very rough.

Can you name a smooth leaf?

Can you name a rough leaf?

Nearly all leaves have two parts.

We call them the blade and the stem.

Point to the blade of your leaf.

Point to the stem of your leaf.

Can you draw your leaf?

bush

tree

vine

blade

stem

Lesson Nineteen

We have many leaves this morning.
Tell me their names.
John has a violet leaf.
Ida has a horse-chestnut leaf.
Fred's is a maple leaf.
Grace has a clover leaf.
I have a rose leaf.
Here are apple and cherry leaves.
May has an elm leaf.
Look at the edge of the lilac leaf.
Now look at the edge of the elm leaf.

What difference do you see?

Let us put all of our leaves into two piles.

Put all that are like the lilac leaf into one pile.

Put all that are like the elm leaf into another pile.

leaf
difference
lilac
maple
horse-chestnut

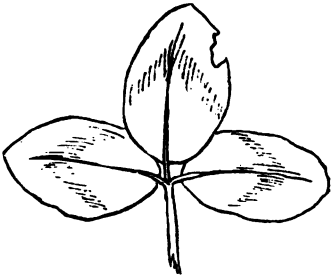
What does the edge of the elm leaf look like?

We say that the elm leaf has a saw-like edge.

The lilac leaf has a smooth edge.

Let us draw our leaves.

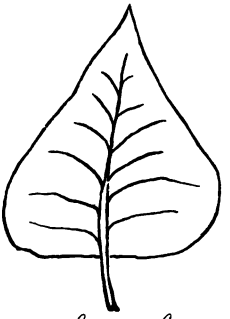
Lesson Twenty



Take a clover leaf
in your left hand.
Take a lilac leaf in
your right hand.
Look at their edges.

Are they alike?

Can you see any difference between
the leaves?



Let us think of the
blade of each leaf.
How many parts has
the lilac blade?

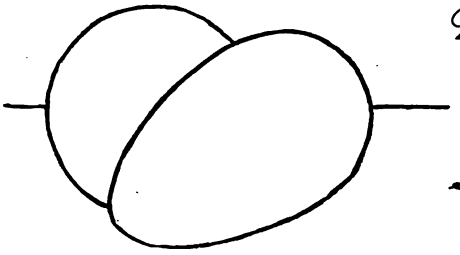
How many parts has the clover
blade?

Find other one-part blades.
Put them all into one pile.
Find blades that have more than one part.
Put them all into one pile.
All one-part leaves we call simple leaves.
Leaves that have more than one part we call compound leaves.
What kind of leaf is the rose leaf?
What kind of leaf is the apple leaf?
The parts of a blade are called leaflets.

leaflets
compound
simple
number

All blades have not the same number of leaflets.

Lesson Twenty-one



Here are a sphere and an egg. Let us compare them.

Will the egg roll?

Will it roll every way like the sphere?

How many faces has the egg?

Which way is it longest?

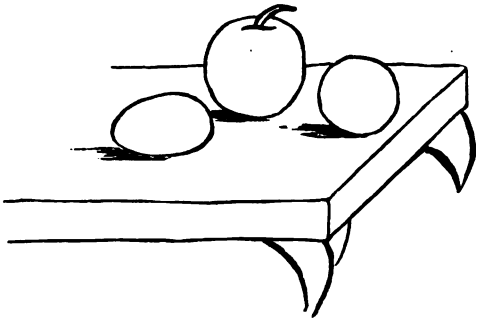
Point to the large end of the egg.

Has the sphere a large end?

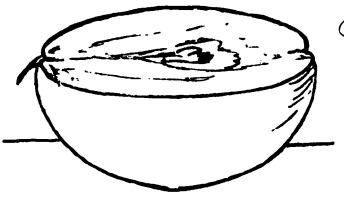
Show me the small end of the egg.
Has the sphere a small end?
Some radishes are egg-shaped.
What fruits are egg-shaped?
I have seen a bottle-stopper that was egg-shaped.
What egg-shaped things can you name?
Here is a form like the egg.
It is made of wood.
We call it an ovoid.
You may make an ovoid of clay.

egg	form	large
ovoid	fruits	radishes

Lesson Twenty-two



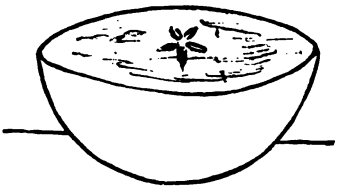
On the table I see an apple, a sphere, and an ovoid.
The apple belongs to May.
Is it shaped like the sphere or like the ovoid?
May will eat her apple.
She will first cut off the skin.
The skin is not very soft.
She will eat the soft part.
This soft part we call the pulp.



Inside the pulp there is another part.

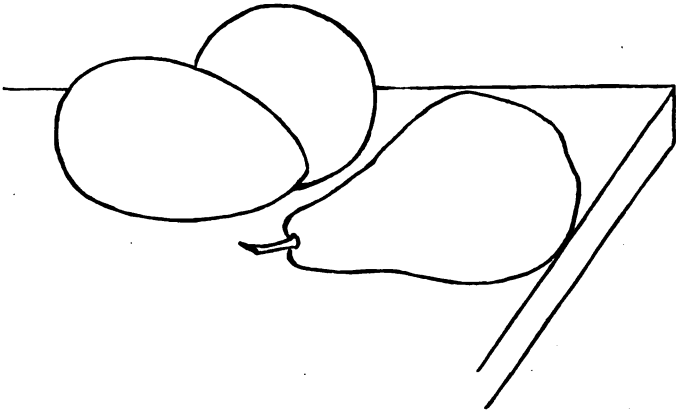
apple
within
core
pulp
skin

It is called the core.
There are seeds within the core.
We may plant these seeds.
I think that they will grow.
Let us name the parts of our apple.
We will cut it in two from top to bottom.
Name the parts of the apple that you now see.
Let us cut another apple from right to left.



Let us cut it through the center.

Lesson Twenty-three



On the table I see a sphere and an ovoid.

I see a pear, also.

Is the pear like the sphere or like the ovoid?

Cut the pear into halves.

Cut it from top to bottom.

Has the pear a core?

Is it as hard as the core of the apple?

Has the pear seeds?

What other parts has the pear?

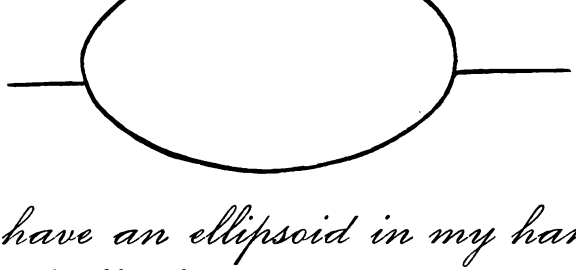
Is there juice in the pulp of the pear?

Is there juice in the pulp of the apple?

Which of the two has the more juice?

Make a picture of one half of your pear.

Lesson Twenty-four

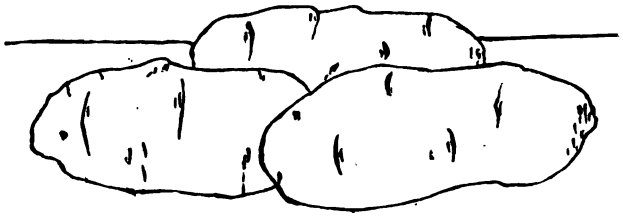


I have an ellipsoid in my hand.
I shall close my eyes and feel of it.
I feel no corners
I feel no edges.
I can find no flat places on the ellipsoid.
I think that the ellipsoid has a curved surface.
It does not feel like the sphere.
It does not feel like the ovoid.

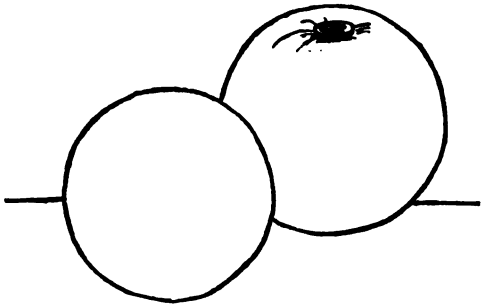
Both ends are of the same size.
It is longer one way than it is the other.
Now I shall open my eyes.
I can make my ellipsoid roll.
It does not roll so well as the sphere does.

ellipsoid
feel
curved
surface
size
potatoes
melons

Some potatoes are like the ellipsoid.
Some melons are like the ellipsoid.
What other ellipsoids can you name?

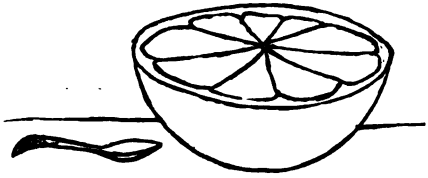


Lesson Twenty-five



I have an orange.
Which form is it like?
Place it beside the sphere.

I will cut my orange into halves.
I will cut it from left to right.
What is the name of the outside part?
What is within the skin?
Has the orange a core?
Has the orange seeds?
In what part of the orange do you find the seeds?



How do the seeds of the orange taste?

Are they good to eat?

What are the seeds of the orange for?

Tell me how the orange is like the apple.

Tell me how the orange is unlike the apple.

Name the parts of the orange.

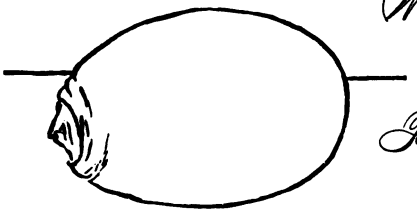
Compare the orange skin with the apple skin.

Compare the pulp of the orange with the pulp of the apple.

Compare their seeds.

orange
halves
taste
unlike
outside
beside

Lesson Twenty-six



What is the color of your lemon?

Find the form which your lemon is like.

You may cut your lemon into halves from left to right.

Point out the parts of your lemon.

Compare it with the orange and the apple.

The lemon has skin, pulp, and seeds.

The orange has the same parts.

The apple has skin, pulp, seeds, and core.

The seeds of the apple are in the core.

The seeds of the orange are in the pulp.

The seeds of the lemon are in the pulp.

The orange has a sweet taste.

The lemon has a sour taste.

The skin of the apple is thin.

The skin of the orange is thick.

The skin of the lemon is thick.

Squeeze the skin of the orange.

Squeeze the skin of the lemon.

Do you see the oil that comes from these skins?

Is there oil in the skin of the apple?

color
lemon
sour
thin
thick
squeeze
oil

Lesson Twenty-seven

Here are a cat and a bird.

Let us compare them.

Name the parts that they both have.

How many feet has the cat?

How many feet has the bird?

For what does the cat use her feet?

For what does the bird use its feet?

Has the bird hands?

Yes, its wings are its hands.

Has the cat hands?

Yes, her front feet are her hands.

Has the bird fur?

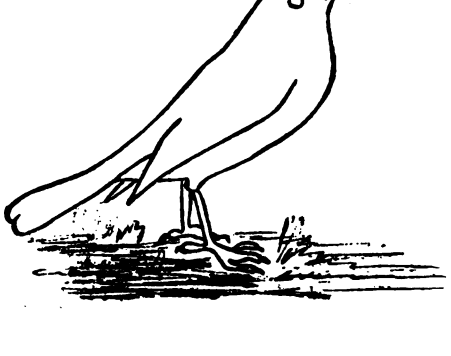
Has the cat feathers?

Show me the bird's ears.

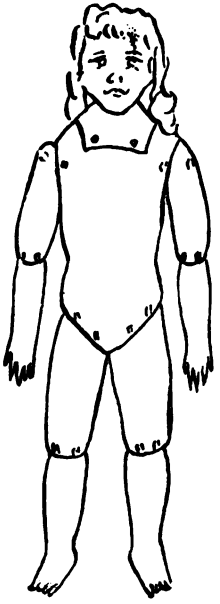
The bird lives in the air.

The cat lives on the ground.

bird
feathers
lives
wings
air
ears



Lesson Twenty-eight



Here is a jointed doll.
We can take it apart.
Let us name the parts.
Here is the head.
Here are the two arms.
Here are the two legs.
Here is the body.
Could you take off your head?

You may point to your head.
Could you take off your legs?
To what are your legs joined?

To what are your arms joined?

Here is our little bird.

Point to its arms.

To what are they joined?

Show me the little bird's legs.

To what are they joined?

jointed
apart
arms
joined
doll

To what is its head joined?

To what part of the cat are the cat's legs joined?

Are the cat's arms joined to its body also?

Name other animals whose legs and arms are joined to their body.

Lesson Twenty-nine

What is the shape of our head?

Would it be well to have a head shaped like a cube?

Let us point to the parts of our head.

May has found her chin.

Fred has found his forehead.

Grace is pointing to her cheeks.

Here are my temples.

The top of our head we call the crown.

Here is the part with which we smell.

Here are the parts with which we see.

Here are the parts with which we hear.

Here is the part with which we eat.

Show me the cat's temples.

Has the dog a forehead?

Has the bird cheeks?

Has the bird a nose?

Can the bird smell?

Name all the parts of your head.

chin
forehead
cheeks
temples
crown

Lesson Thirty

Every person has two eyes.
We see with our eyes.
Let us close them.
For this we use our eyelids.
They cover our eyes like a curtain.
On the edge of our eyelids we find our eyelashes.
These lashes keep dust from getting into our eyes.
Let us feel of our eyes.
Let us move them in as many ways as we can.

We speak of our eyeball.

Can you tell why?

Above the eyes are the eye-brows.

There are hairs on the eye-brows.

person
eyelids
lashes
cover

These hairs also keep dust from getting into the eye.

Notice that our eyes do not stand out.

This is to keep them from being hurt.

We should be very careful of our eyes.

Lesson Thirty-one

You may hold your hand before your nose.
What do you feel?
Our breath is made of air.
We take air in through our nose.
We let it out in the same way.
Some people breathe through their mouth.
They should not do so.
We should always breathe pure air.

Air that is not pure will make us sick.

Is there air in this room?

Do you think that it is good air?

What will make the air impure?

If the air in a room is impure, how can we make it pure?

Our nose is just above our mouth.

So we can smell everything that we eat.

If food does not smell pure, we should not eat it.

Impure food will make us sick.

breath
breathe
pure
impure
smell

Lesson Thirty-two

Let us all feel of our ears.

Our ears are at the sides of our head.

They are there to catch sounds from all directions.

They are shaped for catching sound.

Sometimes we place our hand behind our ear.

We do this if we do not hear well.

Our hand is then like a very large ear.

It catches the sound better.
We like to hear pleasant sounds.
We do not like to hear loud sounds or noise.
We should always speak and move softly.
We should not say things that others will not like to hear.

sound
hear
pleasant
noise
loud

Some children make much noise when they work or play.
Some children do not speak kindly.
This makes other people unhappy.
Dogs, rabbits, and horses have large ears.
They can move their ears.

Lesson Thirty-three

We had some meat for dinner to-day.
We called it beef.
It came from a cow.
This meat is the cow's flesh.
In the meat there were some bones.
We, too, have bones and flesh.
But we cannot see them.
Our bones are covered by our flesh.
Our flesh is covered by our skin.
We can feel our bones.
We have bones in our arms and in our legs.

We have bones in our fingers and in our toes.

There are bones in our head.

There are bones in our trunk.

The places where our bones move on one another are called joints.

How many joints are there in each of your fingers?

How many joints are there in your thumb?

Point to your hip joint.

Point to the cat's hip joint.

Point to your elbow joint.

Has the cat an elbow joint?

meat
flesh
bones
joints
trunk
bend

Lesson Thirty-four

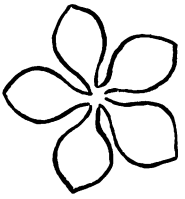
We need food to make flesh.
If we have good flesh we will be well and strong.
We need to eat good meat and bread.
We need to eat potatoes and fruits.
Pies and cakes do not make us strong.
We should not eat much pie and cake.
We should drink only milk or water.
Tea and coffee do not make flesh.
They do us much harm.
We should not drink them.

We should also chew our food well.
For this we use our teeth.
We should be very careful of our teeth.
We should not crack nuts with our teeth.
We should not bite any hard thing.
If we do so, we will break our teeth.
If we break them they cannot be made whole again.
We should also keep our teeth very clean.
If we brush them every day, they will be clean and white.
We do not like to see teeth that are not clean.

Lesson Thirty-five

I have an apple blossom.
It is very pretty.
It is white.
Is every part of your flower white?
Oh, no, some parts of it are green.
You may pull off the white parts.

How many white parts are there?



Place them on your desk so that they will look like a flower.

Now let us find the green parts of our flower.

How many green parts are there?

Here is a pear blossom.

What is its color?

Pull off the white parts and count them.

Pull off the green parts and count them.

The white parts in these flowers are called the petals.

The green parts in these flowers are called the sepals.

Lesson Thirty-six

To-day we have some butter-cups.

Let us compare them with our apple blossoms.

The buttercup has no white parts.

It has yellow parts instead.

These yellow parts are its petals.

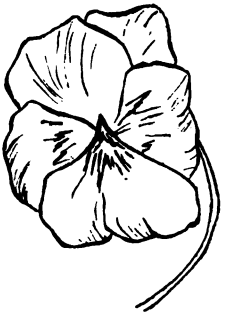
Not all petals are white.

Not all petals are yellow.

Some are red, some are blue, some are violet.

Has a buttercup sepals?

We have here some pansies, also.



How many petals has a pansy?

Are they all alike in form?

What is their color?

Find the sepals of the pansy.

Take them off.

How many sepals has a pansy?

Write these words on your slate:

buttercup, instead, yellow, blue, pansies.

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sound
hear
pleasant
noise
loud

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meat
flesh
bones
joints
trunk
bend

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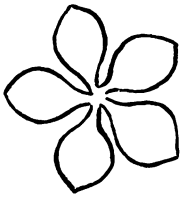

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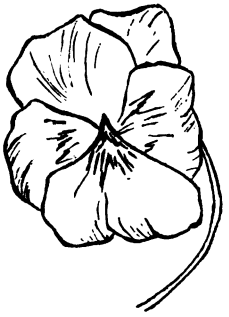

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Are they all alike in form?

What is their color?

Find the sepals of the pansy.

Take them off.

How many sepals has a pansy?

Write these words on your slate:

buttercup, instead, yellow, blue, pansies.

Lesson Thirty-seven

How pretty these tulips are!
They are not all alike.
May has a red one.
John has a yellow one.
Fred's is both red and yellow.

Has your tulip sepals?
It has sepals, but they are not green.

They are just like the petals in color.

How, then, can we tell the difference?

The petals are inside and the sepals are outside.

How many sepals do you find?

Let us pull them off.

How many petals do you find?

We will pull these off, also.

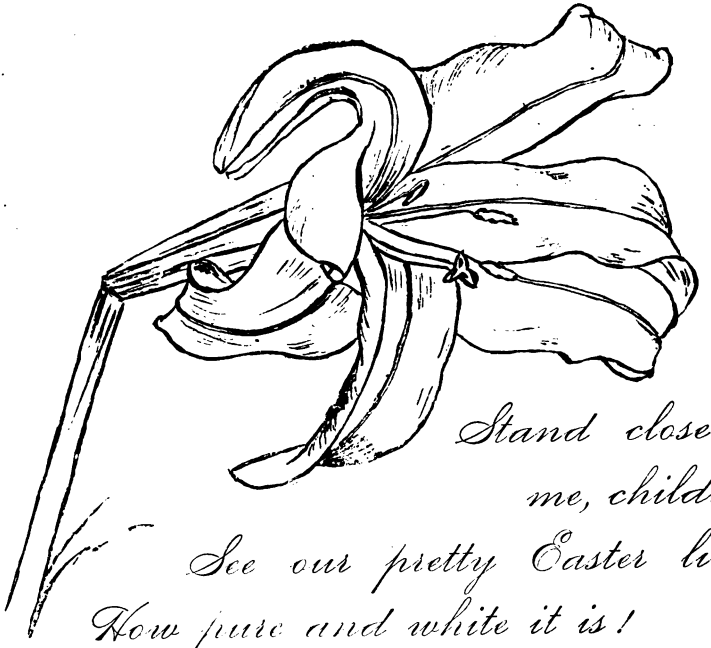
Look now at the parts of our flower that are left.

How many parts are there?

Compare them with one another.

Pull off the six parts that are alike.

Lesson Thirty-eight



Stand close to me, children.

See our pretty Easter lily!

How pure and white it is!

Take it in your hand and look at it.

Find its sepals and petals.

How many sepals has it?

How many petals has it?

John may pull off the sepals.
Grace may pull off the petals.
Here are four parts left.
Three of them have yellow balls at the end.
Touch the yellow balls and see the dust on your finger.
What is this dust for?
Fred may take off these three parts.
These parts we call the stamens.
How many stamens has this lily?
How many stamens has a tulip?
Now we have but one part left.
This part is the pistil.
Notice that the bottom of it is the largest.
I shall open this part.

Do you see those tiny little seeds?
There are many of them, but they are small.
Can you bring me, to-morrow, three flowers that have seeds in the pistil?
Can you bring me one flower that has more than five stamens?

Write these words on your slate:

Easter dust tulip tiny
lily stamens pistil notice

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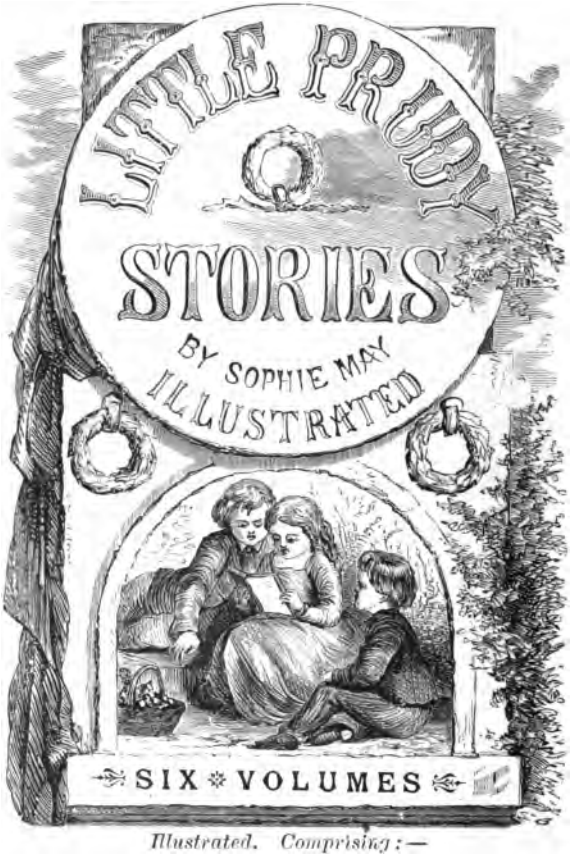

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FLAXIE GROWING UP.

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